



Wisconsin Department of Public Instruction
PLAN OF SERVICES
BILINGUAL-BICULTURAL EDUCATION
PI-1849 (Rev. 06-06)

Required by s. 115.95-115.996, Wis. Stats. and PI 13.

INSTRUCTIONS: Complete three copies. Retain one copy in district. Return **original** and **one copy** by **August 15**, to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: TOLU SANABRIA
BILINGUAL-BICULTURAL EDUCATION
P.O. BOX 7841
MADISON, WI 53707-7841

I. GENERAL INFORMATION

Applicant School Board		LEA Code	School Year 2006-2007
Mailing Address <i>Street, City, State, Zip</i>			
Contact Person	Title	Telephone Area/No.	
Contact Person's E-Mail Address		Fax Area/No.	

II. ASSURANCES *All must be checked*

- ☐ 1. The applicant assures that funds granted as a result of this request are to be expended for the purposes set forth in this Plan of Services and in accordance with all applicable laws, regulations, policies and procedures of the State of Wisconsin.
- ☐ 2. The applicant assures that each limited-English proficient pupil shall be provided with a program that is appropriate for his or her needs and that each pupil shall have full access to support services such as, but not limited to, language development, speech therapy, counseling and other pupil services, available to other pupils in the district. [PI 13.04 (1) and (3)]
- ☐ 3. The applicant assures compliance with civil rights and nondiscrimination laws including, Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and s. 118.13 Wis. Stats. and PI-9 Pupil Nondiscrimination. The applicant agrees not to discriminate against individuals eligible to participate in the services and activities of this program or against employees or applicants for employment under this program.
- ☐ 4. The applicant encourages the attendance of the local Bilingual-Bicultural program administrator (or their designee) at two department-sponsored meetings.
- ☐ 5. The applicant will share project experiences, activities, and materials on a cost recovery basis with other interested Wisconsin school districts upon request.
- ☐ 6. The applicant will submit on or before August 15 an annual report to the state superintendent as required by s. 115.993, Wis. Stats. and PI 13.06 (2). The applicant agrees to keep records and to provide information to the department or the state legislature on request.
- ☐ 7. The applicant assures that the local Bilingual-Bicultural program administrator will review all requests for expenditure under this Plan of Services to determine if they are allowable costs and will work with the local business manager to assure that annual claims reflect only allowable costs.
- ☐ 8. The applicant assures that the Bilingual-Bicultural program administrator will review annually all program teacher and counselor licenses held to determine if certification is **current and appropriate** for the language and grade level of the pupils
- ☐ 9. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Bureau for School Management Services of the Wisconsin Department of Public Instruction
- ☐ 10. The Department of Public Instruction will reserve the right to a final audit at the end of the fiscal year of actual expenditures or at any time during the Plan period. In the event of an overpayment, the applicant agrees to reimburse the Wisconsin Department of Public Instruction for the amount of such overpayment.

III. SIGNATURES

Name of Program Administrator	Signature of School Program Administrator	Date Signed
Name of District Administrator	Signature of School District Administrator	Date Signed

IV. DISTRICTWIDE STAFF TOTALS	
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In this section, use full-time equivalencies (FTEs) to report all staff eligible for reimbursement under s. 115.95-115.996 Wis. Stats. and PI-13. Note: Only staff who are properly licensed **and** working with eligible pupils should be listed here. Eligible pupils are those who are LEP and enrolled in a program with the triggering numbers of students in a language at each grade level.

Number of	PK	K-3	4-8	9-12	Districtwide
Licensed Teachers					
Teacher Assistants/Aides					
Bilingual Counselors					
Supervisors/Administrators					

V. DISTRICTWIDE TOTALS BY LANGUAGE	
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Note: Copy this section as needed if there are ELIGIBLE pupils in more than three languages in your district. In this section, please indicate the districtwide total number of pupils to be served by the program, BY LANGUAGE, grade level, and whether LEP or non-LEP. Include only non-LEP pupils who are being taught in the same classroom as the eligible LEP pupils *and* by the same teacher (whose FTE is included in Section IV).

Language:

[illegible]

Language:

[illegible]

Language:

[illegible]

Language:

[illegible]

VI. NARRATIVE

Bilingual-Bicultural Program Description

On separate sheets of paper provide a written description of the local bilingual-bicultural program including:

A. Identification and Assessment Process

Please describe the criteria and procedures used to determine eligibility and program placement through **each** of the following four types of assessment. Assessment for:

1. **Screening** of native language background other than English;
 - Attach sample of Home Language Survey
2. **Classification** of English Proficiency into one of five levels, PI 13.03(3);
 - List the English Language Proficiency tests, cut off scores and procedures for administering those tests.
 - List the first/native language tests used (if any) and procedures for administering those tests.
3. **Placement** into the appropriate learning experiences; and
4. **Monitoring Pupil Progress**
 - List progress and exit criteria/procedures used to determine pupil improvement in English language ability and readiness to perform ordinary classroom work in English.

Also:

- Describe how qualified personnel of the same linguistic background as the pupil are made available in the assessment process.
- Describe the procedures for monitoring/supporting pupil progress after program exit.

B. Implementation Plans for Preschool, Regular School Year, and Summer School Programs**1. Approach**

- Name the **Type of Program** your district has chosen to use. If you have more than one type of program in your separate written narrative, rank order program size with number 1 being largest; number 2, second largest; etc.
 - ☐ We have a Transitional Bilingual/Content Based Program
 - ☐ We have an ESL/Content Based Program
 - ☐ We have an in-the-mainstream-class ESL program
 - ☐ Our program is a
- Describe the Instructional Approach(es) for each language and various language proficiency levels. Include in your description how the native language of pupils is used in various subject areas, and the time allotments for primary language and English instruction in the program.
- Describe the instructional approach and program for LEP pupils who are newly arrived in the U.S. and who have little or no schooling.

2. Goals

- List both the short-term and long-term educational goals for LEP pupils in your program.
- List the bilingual/ESL program improvement goals your district will be working toward.

3. Program Objectives, Activities, and Evaluation

List in outline or chart format the program objectives, the activities designed to achieve those objectives and the planned evaluation for each activity.

4. Other Program Components

- Describe any extended learning opportunities provided for LEP pupils identified as gifted and talented.
- Describe ethnic displays, cultural sensitivity, and representations of cultural diversity in each school that LEP pupils attend.
- Describe how the school district provides adequate, appropriate bilingual/ESL instructional materials for the languages in the district.
- Describe the specific guidelines for identifying LEP pupils with special educational needs.
- Describe methods for contracting with other districts or CESAs, if applicable.
- Describe support services available to LEP pupils, including counseling, language development and tutor or mentor programs.
- Describe coordination with other special programs in the district such as Migrant Education, Title I programs, special education, gifted and talented programs, children at risk programs, etc.

	VI. NARRATIVE (cont.)	
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C. Parents and Parental Involvement

- Describe parent notification and written approval of placement procedures. (Include description of how translations are provided.)
- Attach a copy of your parent permission form.
- Describe how parents are notified of their legal right to appeal the district's decision **NOT** to place their child in a bilingual-bicultural program under s. 115.96(5)(b), Wis. Stats.
- Describe the program's Parent Involvement Strategies, including a Parent Advisory Committee (if any) and school-home communication procedures.
- Describe how parents are notified, in their home language if necessary, of the academic progress of their children, and of any other school information deemed important for English-speaking parents to know.
- Describe any systematic and ongoing training the program provides for parents and list the specific topics being addressed.

D. Staffing

- Provide the Pupil/Teacher ratio and the Pupil/Staff ratio for your program.
- Describe continuing efforts to recruit bilingual staff.
- Describe methods the local district uses to assure that all staff are appropriately certified.

Describe systematic, ongoing staff development provided to bilingual/ESL staff, aides, regular classroom teachers, support staff, and all other school personnel in contact with LEP pupils.

NOTE: Be sure to include the costs for staff and parents from your district to attend the statewide Bilingual Education Conference or DPI regional conferences.)

- Describe how bilingual counselors are made available for pupils in high school programs.
- Include here (if applicable) "A Request for An Exemption" of the requirement to provide bilingual teachers for all programs under s. 115.97(5)(a-b). Provide evidence of a good faith, continuing effort to recruit bilingual teachers for the language population being served. (Programs for Spanish speaking LEP pupils **must** provide bilingual teachers.)

E. Length of School Day to be allotted for the Bilingual-Bicultural Program

- Provide a description of student hours/periods in the program each day by language and by English-proficiency level.

F. Special Instructional Materials to be used in the Bilingual-Bicultural Program

- Provide a general description and rationale for reimbursable instructional materials, equipment, and supplies requested under this plan of services.
- Provide a description of the method the district uses to assure that all purchases are, in fact, approvable expenditures.

G. Local Means of Evaluating the Bilingual-Bicultural Program

- Describe methods for monitoring pupil progress which are in place as well as procedures for assuring that all staff are aware of them. Pupils must be assessed for academic progress using either standardized testing (i.e., WSAS) or using alternate assessments that are standards-based (see DPI's Standards-Based Alternate Assessment for Limited-English Proficient Students: A Guide for Wisconsin Educators).
- Describe methods for monitoring pupils as they move from one proficiency level to the next and how communication between staff about progress is done regularly.
- Include a list of the pupil records kept.
- Describe the comparisons made between LEP and non-LEP pupils regarding pupil progress, achievement and other indicators of success.
- Describe provisions for conducting follow-up studies on LEP pupils who graduate from the district as a means of obtaining program effectiveness information.
- Describe the procedures the district has established for **annually** measuring the **outcomes** and **effectiveness** of the bilingual/ESL program.
- Describe the process for ongoing program improvement and renewal.
- Summarize the most recent program evaluation results, including summaries of assessments of academic progress.

NOTE: Please attach examples of your evaluation forms.

A. PURCHASED SERVICES

[illegible]

B. NON-CAPITAL OBJECTS

[illegible]

C. PERSONNEL SALARY—

☐ **Check here if fringes are included.**

*Target Language Population Codes:

T=Tibetan

For other eligible language population, insert a definable code.

R= Russian

S= Spanish

* Value must be rounded to nearest whole number.

VII. ONE YEAR BUDGET DETAIL (cont.)	
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D. SUPERVISOR/ADMINISTRATOR SALARY—Please see “Instructions” document for who may be included.

☐ Check here if fringes are included.[illegible]

VIII. ONE YEAR BUDGET SUMMARY(s. 115.995; PI 13.07)

SUMMARY

Function	Object	Amount Requested	For DPI Use Amount Approved	Budget Modification	
				Amount Requested	For DPI Use Amount Approved
Instruction Activities dealing directly with interactions between teachers and pupils. This includes salaries and fringes of aides and appropriately licensed teachers.	Salaries				
	Fringes				
	Purchased Services				
	Noncapital Objects				
	TOTAL Instruction	\$0		\$0	
Support Services Services which provide administrative, technical, and logistical support to facilitate and enhance instruction.	Salaries				
	Fringes				
	Purchased Services				
	Noncapital Objects				
	TOTAL Support Services	\$0		\$0	
	TOTAL BUDGET	\$0		\$0	
Signature of DPI Consultant >				Date Signed Mo./Day/Yr.	